



A New Hampshire e-Learning for Educators Online Teaching Enhancement Course

Course: TE-02 **Developing Effective Courses for Online and Blended Learning**

Instructor: Instructor email address phone number

Course Description The purpose of this course is to provide educators with the basic knowledge and skills necessary to design online and blended learning experiences for students. These skills are also important for those who want to expand or move their courses or content to the online environment. Online learning is similar in many ways to traditional face to face learning, yet there are some important differences that must be recognized and understood before effective online content can be delivered. Throughout the course, you will explore elements of instructional design and best practices for the development of online learning experiences. You will explore several key elements of online learning that differentiate traditional and online instruction, such as discussion forums, web tools, and multimedia resources. As a final project, you will develop an online unit that you can use with your students in either an online or blended learning experience.

Unit 1	Orientation: Making Yourself at Home in an Online Course	dates
<p>Online learning is really not very different from face to face instruction. The main differences are in delivery and communication methods. This orientation focuses on your understanding of face to face and online teaching and learning. We will explore the use of an online delivery system to navigate the course effectively to achieve learning. You will be asked to review articles about best practices in teaching and compare face to face to online teaching and learning. As you think about the comparisons between virtual and traditional teaching and learning, you will begin to develop your own ideas for blending the two.</p>		
Unit 2	Designing for Online Learning	dates
<p>Students working online do not have the benefits of interacting in real time with their teachers and classmates. As a result, online learning can isolate learners and cause them to feel alone and without support. In the traditional face to face classroom, teachers help define and create their classroom culture by establishing clear guidelines and practices for how their classes will be delivered. Online students also need guidelines for participating in their online classes. An easily structured and navigated delivery system, clearly articulated assignments and activities accompanied by clear and detailed expectations for completion, timely feedback, and spaces for academic and personal discussions are among the important aspects of designing an online course. In this unit, we will explore the standards that have been established for designing effective online learning opportunities.</p>		
Unit 3	Backward Design and Assessment	dates
<p>Whether designing for face to face traditional classroom instruction, or online instruction, the best way to develop effective instructional activities is to use the backward design process. The process begins by recognizing the standards you want your students to understand or master. Then, developing evidence you will accept from the student that assures you they have met the standard. Finally, based on the evidence you want to see from students, you develop instructional activities that provide opportunities for students to gain experience and practice creating the evidence that demonstrates their achievement of the standard. In this unit, you will understand these three elements of the backward design process. You will explore the use of both summative and formative assessments of the evidence students provide, and be able to connect your instructional activities to the opportunities student have to practice creating evidence of their understanding.</p>		
Unit 4	Crafting Questions that Engage Learners	dates
<p>One way in which students can demonstrate they understand the standards you are trying to teach them with your lessons and instructional activities is by answering questions. Socratic discussion is one of our earliest innovations in education. Students are expected to discuss their opinions and thoughts about a particular set of materials that they have read, analyzed, and evaluated prior to the discussion. Preparation is key to participation for both students and teachers. Students must be familiar enough with the material to participate in a meaningful way. Teachers must prepare and craft the discussion questions in a way that will stimulate deep, thoughtful discussion around the material, so that students can achieve the learning objectives by discussing the materials in terms of their understanding of the materials and their evaluation of the usefulness of their application. In this unit, you will explore the ways in which understanding can be demonstrated and the skills and thinking processes that are needed for learning to take place, in order to provide you with the ability to craft thoughtful and purposeful questions that can lead students to learning through discussion.</p>		
Unit 5	Using Project Based Learning Online	dates

One of the most effective ways to engage students in both traditional and virtual learning environments is through project based learning. Like discussions, projects can also be used to as a means for students to demonstrate their learning. However, unlike discussions, project based learning allows students to gain hands on experiences with content and application. Projects are a good way for students to use higher order thinking skills to take the content they are learning and demonstrate their level of understanding through applying those concepts to the development of a product. Whether alone or in groups, projects provide opportunities for students to interact and problem solve in the online environment. In this unit, you will explore the characteristics of effective project based learning and the process by which you can design effective projects for your students. As you develop strategies for creating meaningful online content, you will explore ways to incorporate projects into your online instructional materials.

Unit 6 Incorporating Multimedia into the Learning Experience	Dates
<p>One of the best ways to engage students in online learning is to incorporate multimedia resources, such as video, audio, and interactive activities into your instructional practices. Having a wide variety of content for students to access enables your instruction to accommodate a variety of learning styles. Providing content that can engage all students in different learning modalities can increase their understanding of the content you provide and directly affect learning and achievement. There are a wide variety of educational resources freely available online that you could use to enhance your instructional activities as you plan for online instruction. In this unit, you will explore several of these online resource sites and find multimedia resources that fit your content and standards. You will examine several ways to use these resources in your teaching and being to explore how valuable using these resources can be for your students.</p>	

Unit 7 Using Web Tools for Online Collaboration and Learning	dates
<p>Using web tools has increased in popularity as a means of teaching and promoting critical thinking, communication, collaboration, creativity, and information literacy skills. The variety of tools available on the web is ever growing, many of them free, or at least, having free basic services. These tools engage learners by allowing them to use the content they are learning to collaborate and create something original. For online courses, these tools can be essential for creating online community and culture. In this unit, you will explore the ways in which web collaboration and creation tools are being used to enhance and support online and blended teaching and learning. You will become familiar with the main categories of these tools and be able to locate appropriate tools to meet your needs and objectives. You will complete your final project by incorporating the use of one or more of these tools into your online unit.</p>	

Course Project

In this course, you will design a unit for online or hybrid delivery. You will use a wiki space where you and your classmates can share ideas and information for creating an online unit. Throughout the course, you will add resources and content to your unit page. By the end of the course, you will have a completed unit that you can use with your students, continue to update, and expand upon. This project and the experience you gain from completing it will be a resource you can use to transform your teaching units and courses into online or blended learning experiences for your students.

Course Goals

This course is designed based on the iNACOL Standards for Quality Online Courses. The course supports the following areas of consideration for creating quality courses:

- Content
- Instructional Design
- Student Assessment
- Technology
- 21st Century Skills

The iNACOL Standards for Quality Online Courses can be found online at:
<http://www.inacol.org/research/nationalstandards/>

Course Expectations

This course is divided into seven one-week sessions beginning with an orientation week. Each session includes readings, activities, and an online discussion among workshop participants. The time for completing each session is estimated to be five to six hours.

Your instructor will review and assess your progress throughout the course. At the conclusion of each session, your instructor will update your course Gradebook. It is important to review the assessment criteria in the course rubric that will be used to determine your grades. In short, if you pay attention to the following, you will do just fine:

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1. Make sure you complete the readings each week and do the activities each week. Afterwards, your first posting in the discussion area should make reference to the readings and activities in such a way that your instructor can tell you read the material and engaged in the activities.
2. Make sure you post at least 2 message replies in the discussion area each week, and that each posting contains substantial comments (i.e., a comment like "oh, that's interesting" is NOT substantial).
3. Choose at least 2 different days each week when you will participate in the discussions. We suggest posting at least once within the first few days of the week, with your second post at least two days before the next week begins. If you only post on one day each week, you will not receive full credit because one posting a week does not help the group develop rich ongoing discussions.
4. Make sure you post on time, not after everyone else has moved on to the next week's discussion.
5. Keep up with your weekly work. While you may not be asked to submit everything, it will be very helpful to you as you work on your final project. Discussions are based on the readings and activities in each unit, so keeping up with the unit work will allow you to fully participate in sharing ideas and thoughts about the content of the course.

In order to be eligible to receive a **Certificate of Completion**, you must participate in all of the weekly discussions and complete all assigned tasks. Participants will be evaluated on the frequency and quality of their participation in class discussions. Participants are required to post a minimum of three substantial comments for each discussion, including one that addresses the discussion starter and demonstrates understanding of the course/unit concepts, citing examples from the readings. Additional postings should provide substantive comments to other participants, which are thoughtful, relevant, and serve to extend the discussion.

Progress will be reviewed and assessed throughout the course. At the conclusion of each unit, the course Gradebook will be updated to reflect the quality of your participation in the course.

In order to receive a **Certificate of Completion** at the end of the course, you must earn a passing grade of 60% or more in the course requirements, earning at least 150 out of 250 points.

Graduate Credit

If you choose to take the course for graduate credit, there is an additional requirement to complete a Reflection Paper, which is worth an additional 50 points. The guidelines and rubric for this paper are posted in each course. You will need to (a) send your tuition registration form with payment directly to the university graduate studies office no later than the start of Unit 7 of your course and (b) notify your instructor that you have registered for graduate credit. If taking the course for graduate credit, a passing grade is 70% or more, earning at least 170 out of 300 points.